DOCUMENT RESUME

ED 115 721 UD 015 650

AUTHOR Williams, Charles T.
TITLE Confronting the Miseducation of Third World Students.
INSTITUTION Michigan Education Association, East Lansing. Div. of Minority Affairs.
PUB DATE 75
NOTE 11p.
AVAILABLE FROM Michigan Education Association, 1216 Kendale Boulevard, East Lansing, Michigan 48823 ($0.25)

EDRS PRICE MF-$0.76 HC-$1.58 Plus Postage
DESCRIPTORS Cultural Factors; Educational Change; *Educational Needs; Educational Problems; Inservice Teacher Education; *Minority Group Children; *Minority Group Teachers; Political Issues; Racism; School Orientation; *Teacher Attitudes; Teacher Orientation; Teacher Responsibility; *Teacher Role; Urban Teaching

ABSTRACT

This booklet was developed to assist teachers of Third World students in a workshop setting to understand the impact of institutional racism on schools, and provide them with viable skills so they might assist Third World students to cope and survive more effectively in the society. The topics discussed in this booklet are as follows: What is the Mis-education of Third World people? What I as an educator must know in order to deal effectively with negating the mis-education of Third World students? Major goals in educating Third World students; Educator Self-Inventory; Awareness of Third World culture and its implication for educating or mis-educating Third World students; and some of the things Third World educators must do to effectively confront the mis-education of Third World students. The booklet concludes by stating that six basic realities must be considered by Third World educators: (1) Change must occur if schools are to be meaningful for Third World students; (2) Only power can bring change; (3) Only political involvement can bring power (political salience); (4) Only personal commitment can bring political involvement; (5) Only personal awareness can bring commitment; (6) Awareness produces commitment, which produces political involvement, which produces power, which produces change. (Author/JM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

UDO 15650

25¢ Per Copy

ED115721

CONFRONTING THE MISEDUCATION OF THIRD WORLD STUDENTS

1975

By
Charles T. Williams
Associate Executive Director
Minority Affairs Division
Michigan Education Association

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

UD 015650

Herman W. Coleman
Executive Director

Keith Geiger
President

MINORITY AFFAIRS DIVISION STAFF:

Charles T. Williams
Associate Executive Director

CONSULTANTS:

Adelfa Arredondo
Andrena Dancer
Paul Johnson
Louis Murillo

Marsha Cosgrove
Administrative Secretary

Charlene Haag, *Secretary*
Jan Treadwell, *Secretary*

INTRODUCTION

This booklet was developed to assist teachers of Third World students in a workshop setting to understand the impact of institutional racism on schools, and provide them with viable skills so they might assist Third World students to cope and survive more effectively in an alienated society.

The topics discussed in this booklet are as follows:

What is the Miseducation of Third World people? What I as an educator must know in order to deal effectively with negating the Miseducation of Third World students; Major goals in educating Third World students; Educator Self-Inventory: Awareness of Third World culture and its implication for educating or miseducating Third World students; and some of the things Third World educators must do to effectively confront the miseducation of Third World students.

Charles T. Williams

WHAT IS MISEDUCATION OF THIRD WORLD PEOPLE?

When any of the following circumstances exist, Third World people are being miseducated. (This criteria of miseducation of Third World people is not to be considered all inclusive, nor are they listed in any priority sequence - they are all bad.)

1. Having a school district that doesn't teach Third World students to read but allows them to graduate.

2. Having a school where the special education classes (particularly emotionally disturbed, learning disabilities, educable mentally retarded, and the trainable mentally retarded) have a disproportionate number of Third World students.

3. Having teachers gleefully speak about the number of Third World students they failed.

4. Having a school district which allows Third World seniors that it failed to parade across the podium to accept a blank diploma.

5. Having a school district adopt compensatory education because it feels its Third World students are "culturally deprived."

6. Having a school district where Third World students attend subscribe to the doctrines espoused by Jensen, Shockley, Moynihan and other similar harmful-to-human-being ideologies.

7. Having a school district that teaches Third World students reading, writing and arithmetic from textbooks that portray Third World people as non-achievers, non-contributors and nobodies.

8. Having the only role Third World people played in the United States to be that of slaves, make tacos, hold pow wows, live on reservations, make jewelry, live in ghettos and barrios, murder and massacre white people, live off of welfare, entertain (sing and dance), play athletics, and struggle for civil rights.

9. Having a school district that determines its Third World students' intelligence by employing culturally biased tests.

10. Having a school district that has Third World students feel that the cultural language and/or dialect of Third World people is inappropriate and should never be used.

11. Having a counselor who feels being an advocate for a Third World student is keeping these students out of those "tough" subjects like algebra, physics, chemistry, economics, accounting, drafting, electronics, etc.

12. Having schools that convince the Third World athlete that succeeding academically is not important - until his eligibility (in terms of semesters or years) to participate in athletics expires ("pass now - fail harder later" practice).

13. Having schools where sports provide the only leadership development experiences for Third World students.

14. Having a "hip" Third World teacher or a liberal white teacher of Third World students who "rap" rhetoric for days but doesn't teach worth a damn.

15. Having Third World students told by their teachers that "I've got mine (college degree); I don't have to worry."

16. Having a school district say it can't find "qualified" Third World educators.

WHAT I AS AN EDUCATOR MUST KNOW IN ORDER TO DEAL EFFECTIVELY WITH NEGATING THE MISEDUCATION OF THIRD WORLD STUDENTS

1. Acknowledge that the society in the United States is racist. Given that the educational system is a microcosm of the society, it, too, is racist.

2. Acknowledge that the educational system in the United States was not established to produce Third World people who are politically and economically salient and who also maintain a Third World consciousness.

3. Acknowledge that power concedes to nothing other than power superior to itself. (Remember, when you confront the system, the system will deal with you.)

4. Acknowledge that any viable system under attack will tend to select the point where its adversary will penetrate. That point will be the least vulnerable.

5. Acknowledge that change in order to be substantive must be focused on the institution as opposed to the individual.

6. Acknowledge that seldom does anyone change anything effectively without a detailed working knowledge of both that which is to be changed and that which is to take its place.

7. Acknowledge that an individual alone (particularly a Third World individual in this society) has seldom made substantive institutional change.

8. Acknowledge that No one is exempt from the reward and punishment policies and practices of the system. (CYA Operation)

MAJOR GOALS IN EDUCATING THIRD WORLD STUDENTS

1. Help Third World students to accept and feel good about self as a Third World human being.

2. Help Third World students to develop coping skills (academic and interpersonal) in an alienated environment.

3. Help Third World students develop skills of problem identification, problem solving, and follow through.

4. Help Third World students to be knowledgeable of the myriad of viable career opportunities, particularly those that will bring overall salience to the Third World community - law, medicine, engineering, economics, and business management.

5. Help Third World students develop a highly intense sense of obligation to help Third World people feel good about themselves and become politically and economically salient.

EDUCATOR SELF-INVENTORY: AWARENESS OF THIRD WORLD CULTURE AND ITS IMPLICATION FOR EDUCATING OR MISEDUCATING THIRD WORLD STUDENTS

1. What are my attitudes, feelings and convictions relative to Third World students?

   A. Generally, do I think that Third World people are culturally deprived?

   B. Generally, do I think Third World parents do not care about and love their children?

   C. Generally, do I think Third World people are lazy and prefer to be on welfare?

   D. Generally, do I think Third World students cannot learn equally as well as white students?

   E. Generally, do I think that Third World people are most capable of excelling in entertainment and athletics?

   F. Generally, do I think that Third World students are from poor families?

   G. Generally, do I think that Third World children are illegitimate?

   H. Generally, do I think that Third World people are incapable of entering some professions?

   I. Generally, do I think that standard English is the only appropriate language or dialect to use for communicating in the schools?

   J. Generally, do I think that Third World students use unacceptable or abusive language?

   K. Generally, do I think that the Third World family is matriarchal?

   L. Generally, do I think that Third World students come from large families?

   M. Generally, do I think that Third World students come from broken homes?

   N. Generally, do I think that Third World people have not made a positive difference in this society?

   O. Generally, do I think that Third World people are lawless?

   P. Generally, do I think that Third World people, in order to achieve and succeed, must be directed by whites?

Q. Generally, do I think Third World students' dress is in bad taste?

R. Generally, do I think that Third World students lack interest in school leadership roles (i.e., student body president, pep squad, etc.)?

S. Generally, do I think that Third World students are militant?

T. Generally, do I think that Third World people are aggressive?

U. Generally, do I think that Third World students lack punctuality?

V. Generally, do I think that Third World people drink excessively?

W. Generally, do I think that Third World people lack religious beliefs?

X. Generally, do I think Third World students perceive the Third World educator as an advocate?

SOME OF THE THINGS THIRD WORLD EDUCATORS MUST DO TO EFFECTIVELY CONFRONT THE MISEDUCATION OF THIRD WORLD STUDENTS

1. Become organized as a viable change agent.

   A. Develop Third World educators' caucuses - Black, Latino, Native American and Asian American.

      1) Develop and adopt a philosophy and objectives and programs that include the major goals in educating Third World students.

      2) Establish an organizational structure.

         a. President or Chairperson
         b. Vice President or Assistant Chairperson
         c. Secretary (corresponding or recording)
         d. Treasurer
         e. Standing Committees
            (1) Political Action Committee (Task Forces)
            (2) Curriculum Committees
               (a) elementary
               (b) secondary
            (3) Student Advocate Committee
            (4) Testing Committee
            (5) Inservice Training Committee
            (6) Employment Committee
            (7) Research (information gathering) Committee
            (8) Communications Committee
            (9) Community Relations Committee

      3) Establish local office facilities (or at least have a post office box and phone number for the chairperson).

      4) Establish a tutorial and awareness program for Third World students.

2. Become knowledgeable of the power structure of the educational institution in which you work.

   A. Who makes decisions?

   B. What are the institution's strengths?

   C. What are the institution's weaknesses?

   D. What are the crucial steps to get inside the system?

3. Become knowledgeable of the policies and practices regulating the institutions.

4. Assess who is on your side in the power positions.

5. Identify and contact all Third World educators in your educational institution.

6. Identify list and touch base with all Third World organizations in your working community.

7. Identify power groups in your working community.

8. Identify white liberal and radical organizations and their leaders in your working community.

9. Identify all white right-wing organizations in your working community.

10. Become recognized as an organization that advocates and participates in implementing quality education for Third World students.

11. Develop a liaison with all the organizations whose thrust is supportive.

12. Establish a local Third World educators newsletter.

    A. Develop in depth position papers on those pertinent issues affecting the education of Third World students.

13. Identify and establish contact with the Third World student organizations in your working community.

14. Identify and establish state-wide relationships with other Third World educators' groups.

Conclusion

As you mobilize and become more intensely involved as Third World educators in modifying the educational institutions to be more effective in meeting the educational needs of Third World students, I recommend that you consider the following basic realities:

1. Change must occur if schools are to be meaningful for Third World students.

2. Only Power can bring change.

3. Only Political Involvement can bring Power (political salience).

4. Only personal Commitment can bring political involvement.

5. Only personal Awareness can bring Commitment.

6. Awareness ---> Commitment ---> Political Involvement --> Power ---> Change